

SWEET BRIAR COLLEGE



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BULLETIN OF
SWEET BRIAR COLLEGE
STUDENTS IN THE FRESHMAN YEAR
1955-56

AS the first step preliminary to registering for courses at Sweet Briar College, each student is urged to study this pamphlet carefully. It is prepared for the use of freshmen entering the college, and is designed as an introduction to the plan of studies at Sweet Briar and as a guide in the choice of courses for the first year. It should be used as a supplement to the 1954-55 Sweet Briar catalog.

Before choosing her studies for the freshman year the student should consider the general plan of her college work, not necessarily choosing her field of concentration, but informing herself about the opportunities which the college offers and considering the relationship between her preparatory work, her freshman course and her later studies so that the whole may have unity, depth and breadth. The student is reminded that the choice she makes this year may influence her subsequent program to a great extent.

The descriptions of courses open to freshmen are published here in more detail than in the college catalog, and an effort has been made to relate the material to preparatory courses and to degree requirements.

STUDIES IN THE FRESHMAN YEAR

1955-1956

BULLETIN OF
SWEET BRIAR COLLEGE
SWEET BRIAR VIRGINIA

To the Incoming Freshmen:

Sweet Briar College is a liberal arts college, its objective to provide for its students a liberal education by which they may develop as fully as possible their mental and spiritual capacities and become well-informed and useful members of society. Centuries ago wise men used to talk together about the good life, seeking to define it and to make clear the means by which it could be attained. Young men listened to their discussions and even participated, thus learning to clarify their own ideas by giving expression to them in the presence of able and learned critics. So was born what is known as the liberal education.

In this twentieth century the promotion of the good life is still the aim of liberal education in America, and our liberal arts colleges even now adhere to the Greek ideal of a harmonious development of soul, mind and body. Our goal for you who are now entering Sweet Briar College is that you may achieve this harmonious development, that from the opportunities placed in your way in the four years of your college course you may develop a personality which is well-integrated and disciplined, with an accurate perspective of life, unfettered by prejudice, ignorance or selfish interest, with a quickened realization of your own responsibility to use your powers for the general good, and a keener appreciation of the good, the true and the beautiful.

The term liberal education brings to the mind a concept of a force which liberates the individual through the disciplines of a course of study. Since each of the major disciplines or areas of study has an essential contribution to make to well-balanced development, it is necessary to ensure breadth in the liberal arts course. At Sweet Briar College the Group Plan provides for this by requiring that 48 of the 120 credit hours necessary for the degree be distributed throughout the four groups representing the four major fields of knowledge: Language and Literature, Natural and Mathematical Sciences, Social Sciences, and

the Arts. Obviously the time allotted for this broad survey cannot give more than a comprehensive view, but it is possible to obtain a knowledge of the methods and the basic facts, and thus to know how sound judgments are to be made in each field.

The wider cultural orientation, which is the aim of Sweet Briar College's Group Plan, must be supplemented by a measure of specialization to provide depth and experience of thorough inquiry. This is most important in the making of a truly liberated individual, since it requires a careful use of facts as a basis for correct conclusions, with prejudice and false values eliminated and judgment suspended until the evidence is clear. To assure that the student will dig deep in one area or subject of human inquiry is the purpose of the major plan. Therefore, after spending your first two years in acquiring breadth, you will be selecting a major which will be the center of your attention during the last two years. Whatever may be the major of your choice, the intensive and critical study which it entails is designed to give you an experience and understanding of the ways in which truth, the goal of all good scholarship, is to be discovered. This can serve you well in all that you do in life.

At Sweet Briar College you will only begin your liberal education. If it is to be a vital force in your life it must be continued as long as you live. But in the four years you spend here you can sow the seeds for that continuing growth, and we rejoice to have a share in this beginning of your adventure in learning.

MARY J. PEARL

Dean

FACULTY ADVISERS

The educational plan at Sweet Briar provides counseling by a faculty adviser for every student from the beginning of her course to its close. When the student arrives at Sweet Briar to start her freshman year, she meets her faculty adviser who helps her plan her academic program for the year. The adviser also stands ready to help the freshman solve any problems of adjustments to the new life at college, to develop good study habits, and in general to fulfill her highest capabilities and make her best contribution to the community life at Sweet Briar. A senior aide, who assists the faculty adviser, takes an interest in the freshman's academic progress and helps to interpret the curriculum. A student may also turn to the Resident Counselor living in her dormitory or to the Dean's staff for advice at any time. Other members of the faculty and staff are ready to talk with students about many matters, ranging from health to religion.

At the conclusion of her sophomore year the student chooses her field of concentration, and for the remainder of her college course her adviser is the chairman of the department in which her major field lies. With adjustments to college life now made, the student is likely to find that her relationship to her faculty adviser is on a different level from that of the first two years. Intellectual and academic interests now tend to prevail over the more general ones of the earlier years. And often the adviser's guidance reaches beyond the college years to assist the student in her future professional plans.

On both levels the faculty-student relationship made possible through the adviser plan is capable of becoming a sustained and sustaining fellowship between the younger and the more mature members of the college community.

PLANNING THE FRESHMAN PROGRAM

The curriculum during the first two years is built upon the Group Plan, consisting of the four basic realms of knowledge which comprise the liberal arts education. In order that each student may gain a broader outlook, it is recommended that she choose a specified portion of her work from each of the four groups. Having gained some breadth in the work of her first two years, she is ready to do concen-

trated study. In the spring of her second year, she will therefore choose a major field in which to concentrate during her junior and senior years.

A well balanced freshman program will include some courses from each of the first three groups: I, Language and Literature; II, Natural and Mathematical Sciences; III, Social Studies, Philosophy and Religion. It may also include a course in Group IV, the Arts. Within the framework of the Group Plan, there is considerable freedom of choice of subjects open to freshmen. This freedom of choice places responsibility on the student to inform herself about the opportunities open to her and to exercise discrimination in making her choice. In fulfilling the group requirements, a student must have 12 hours in English, 6 in a laboratory science, and 6 in history.

Each freshman should plan her program to include from 12 to 16 hours each semester. A typical program follows:

English 1, 2. (See page 10. For exemption, see page 7).

A foreign language (See page 9).

A laboratory science.

Social Studies 1-2, AN INTRODUCTION TO MODERN HISTORY.

(See page 20).

One other course chosen from Elective Courses, pages 12-27.

Health Education 5. (See page 10. For exemption see page 8).

Physical Education. (See page 11).

Six hours of Greek or Latin or Classical Civilization are required for the degree. Freshmen may meet this requirement by taking one of the following courses: Latin 7, 10; 9, 10 or 13, 14; or Greek 1, 2. It is recommended by the Department of Modern Languages that students who are interested in a language major and do not offer four units of Latin for entrance elect a course in Latin in preference to CLASSICAL CIVILIZATION 191-192.

Most classes which meet three times a week carry three hours of credit a semester. Although a somewhat lighter program may be carried by some students for special reasons, it is advisable for most freshmen to carry at least 25 hours the first year, since a minimum of 25 hours and 25 quality points is required for sophomore standing. The catalog gives complete information about credit hours for each course.

COURSES OPEN TO FRESHMEN

GROUP I—LANGUAGE AND LITERATURE.

- Classical Civilization 10. Classical Mythology.
- English 1, 2. Freshman Composition.
- English 117 or 118. Speech.
- English 120. Discussion and Debate.
- French 1-2. Elementary French.
- French 3-4. Intermediate French.
- French 23-24. Survey of French Literature.
- French 31, 32. Elementary French Conversation.
- German 1-2. Elementary German.
- German 7-8. Intermediate German.
- Greek 1-2. Elementary Greek.
- Italian 1-2. Elementary Italian. (Not offered in 1954-55).
- Latin 7. Intermediate Latin.
- Latin 9, 10. Selected Latin Literature.
- Latin 13, 14. Literature of the Republic and Empire.
- Spanish 1-2. Elementary Spanish.
- Spanish 3-4. Intermediate Spanish.
- Spanish 23, 24. Introduction to Hispanic Literature.
- Spanish 31, 32. Elementary Spanish Conversation.

GROUP II—NATURAL AND MATHEMATICAL SCIENCES.

- Biology 5, 6. Plant Biology. (See page 17).
- Biology 7, 8. Animal Biology. (See page 17).
- Chemistry 1-2; 3-4. General Chemistry.
- Physics 1, 2; 3, 4. General Physics.
- Mathematics 11-12; 13-14. Elementary Mathematical Analysis.

GROUP III—SOCIAL STUDIES, PHILOSOPHY AND RELIGION.

- Social Studies 1-2. Introduction to Modern History.
- History 101-102. Ancient History.
- Economics 101-102. Principles of Economics.
- Government 105-106. Government of the United States.
- History 111, 112. The United States of America.
- Philosophy 105, 106. Philosophy—Theoretical and Applied.
- Sociology 101. An Introduction to Sociology.

Sociology 102. Social Problems.

Religion 105, 106. The History, Literature, and Religion of the Old and New Testaments.

GROUP IV—THE ARTS.

Art 1-2. The Nature and Practice of Art.

Art 21-22. Survey of the History of Art.

Music 1-2. Elementary Theory and Ear-Training.

Music 21-22. Music in History.

Music 105-106. Elementary Counterpoint.

Music 125-126. Survey of the History of Music.

Applied Music.

ADVANCEMENT AND EXEMPTION

Students who have profited by unusual opportunities or who have taken work in advance of the normal entrance requirements may be admitted to more advanced courses by exemption or by achievement examination and in certain cases will be able to absolve departmental and group requirements. Credit towards the Sweet Briar degree may be granted to students who demonstrate unusual proficiency in the examinations.

Students who are considering taking achievement examinations may find information on recommended texts under the course descriptions in this booklet or may write to the Dean for information not included. Requests for permission to take achievement examinations should be made to the Dean before September 1. Examinations will be scheduled during the opening week.

ENGLISH. No examination is given but a few students are exempted from English 1, 2 on the basis of entrance credentials.

If a student is exempted from English 1, 2, FRESHMAN COMPOSITION, she must elect English 103-104, SURVEY OF ENGLISH LITERATURE or English 177, 178, AMERICAN LITERATURE or English 101, 102, INTERMEDIATE COMPOSITION (for students with special aptitude in writing.) Completion of either of the first two courses fulfills the English requirement for the degree. For the exempted student who elects INTERMEDIATE COMPOSITION in the freshman year, the English requirement is met subsequently by electing, with due regard to prerequisites, six hours exclusively in English or American literature.

Freshmen who have had exceptional preparation in English literature, equivalent to English 103-104, may take an achievement examination covering works of representative authors from the Anglo-Saxon period through the Victorian era. An outline of the work to be covered by the examination is available upon request to the Dean. A suitable text to use in preparation for this examination is Alexander M. Witherspoon's *The College Survey*, Revised edition.

ART. Those who have had unusual opportunities for the study of art may take an achievement examination on material covered in the course, *SURVEY OF THE HISTORY OF ART*, described on pages 25-26.

MUSIC. An achievement examination in Music 1-2, *ELEMENTARY THEORY AND EAR-TRAINING*, is required of all who wish to take applied music for credit. Information about the achievement examination is given on page 26.

Freshmen who have had exceptional preparation in music history and appreciation equivalent to Music 21-22, *MUSIC IN HISTORY*, may take an achievement examination covering material from the period of the High Renaissance to that of the present day. Those who pass it are eligible for Music 125-126, *SURVEY OF THE HISTORY OF MUSIC*.

HEALTH EDUCATION. An achievement examination is offered during the opening week and students who pass this examination are exempt from taking Health Education 5, but receive no credit. An outline of the content of the course and a suggested bibliography are available upon request to the Dean.

OTHER SUBJECTS. Achievement examinations may also be given in course material in other subjects, such as foreign languages, sciences, economics, and sociology.

PLACEMENT IN FOREIGN LANGUAGE COURSES

Upon entrance, each student takes placement tests in every modern foreign language in which she offers two or more units for admission. In French she will be required to take only the aural test if she has taken the French Reading Test of the College Entrance Examination Board. In Spanish she will not be required to take the placement test if she has taken the Spanish Reading Test of the College Entrance Examination Board.

No student is required to continue in college the study of any language she offers for entrance. However, if she wishes to continue such a language, either in the freshman year or later in her college course, the placement test is used as a basis for determining what course she will enter. An exceptional student may be placed in an advanced course and a student whose preparation has been faulty will be placed in a course suited to her needs and ability without loss of entrance units.

FOREIGN LANGUAGE REQUIREMENT

Before graduation a student must demonstrate her proficiency in a foreign language, ancient or modern, by one of the following methods:

1. Completion of a six-hour language course in college for which the minimum prerequisite is three entrance units.
2. Completion of the first two years of one language in college.
3. Passing an achievement examination.

Since foreign languages are useful tools in certain fields of specialization both on the undergraduate level and in graduate study, students are advised to give consideration early in their college course to acquiring the requisite language skills for the major field of their choice. The recommendations of each department regarding its major are stated under the department offerings in the catalog. For graduate work French and German are the languages most frequently required.

SPEECH REQUIREMENT

An oral test in speech is required of every new student. Students who pass this test have met the speech requirement for graduation. All students whose oral reading is unsatisfactory in clarity, strength, or quality are required to attend corrective conferences. *The speech requirement for graduation must be met in one of these ways by the end of the student's first year at Sweet Briar, unless the instructor in speech, the College Physician, or the Dean permits an exception.*

READING TEST

In the opening week, a reading test will be given to all new students to determine their reading speed and ability to comprehend written English.

COURSES OPEN TO FRESHMEN

PRESCRIBED COURSES

ENGLISH 1, 2. FRESHMAN COMPOSITION.

English 1, 2 is designed to continue and develop the students' secondary school education in writing and to lead them by means of a varied study of the basic forms of literature to an appreciation of the bond between author and reader. The course stresses primarily the need for adequate channels of communication and seeks to meet this need by giving intensive training in writing and discussion. The versatility and adaptability of the English language are presented through a study of fiction, poetry, drama, and the essay, and the student is asked for frequent writing on the basis of these readings.

It is hoped that new and stimulating fields of interest may be revealed to the freshman, and that she may discover for herself untried paths of thought and expression. This new awareness often leads to creative effort and the deep satisfaction that comes as its reward. Those students who have experienced this intellectual enjoyment and who wish to pursue the specialized study of literature may avail themselves of a carefully planned series of courses in the field of English.

FRESHMAN READING LIST

Considerable reading is required supplementary to English 1, 2. For the convenience of students who wish to begin this during the summer, thus lessening the work of the freshman year, the FRESHMAN READING LIST is printed on pp. 29-36 in this booklet.

HEALTH EDUCATION.

A first semester course which carries one hour of credit, HEALTH EDUCATION 5, is required of all entering students. This course is intended to supplement previous health education and to indicate the basis for sound health practices. Lectures, reading assignments, the physical and medical examination, and weekly discussion groups stress the application of this knowledge to the individual in her daily living. Information about the achievement examination for possible exemption from this course is given on page 8.

PHYSICAL EDUCATION

Before planning their physical education courses for the year, freshmen are urged to read pp. 64-66 of the 1954-55 catalog. It is strongly recommended that the requirement in group sports be fulfilled in the fall season and that one of these group sports be elected for credit then.

During the opening week, all freshmen are given physical examinations and unless restricted because of health, they may then take part not only in various activities elected for credit but also in others for further instruction or recreation. Sports, dance and outing activities are an integral part of the life at Sweet Briar and students find them an excellent source of recreation and a means of getting acquainted with students from other classes.

SPORTS COSTUME

A form stamped "Second Notice" is enclosed in this book for those students whose orders had not been received by Wright and Ditson before June 20. This blank should be completed and forwarded to Wright and Ditson *at once*, together with a check to cover the cost of the outfit. Costumes ordered by July 1 will be delivered to students at their appointments for physical examinations during the first week of college.

ELECTIVE COURSES

GROUP I—LANGUAGE AND LITERATURE

The attention of students is called to the degree requirement in foreign language, described on page 9.

ENGLISH

117 or 118. SPEECH.

This course in fundamentals deals with the basic principles involved in expressive speech. The student studies the theories of voice and diction, oral reading, and public speaking, and is given the opportunity to apply these theories in speeches delivered to the class.

The course attempts to show the means to clear, pleasant, flexible speech; offers directed practice in different forms of oral communication; and provides a sound basis for learning the speech of other countries. In addition, the study of speech directs the mind to a precise understanding of any material which is to be spoken, for what is not well understood cannot be well said. To achieve this objective, instruction is given in the analysis of prose, poetry, and drama.

Open to all students, including freshmen, by permission of the instructor. English 118, the same course as English 117, is offered in the second semester. A student may elect either course, but not both.

120. DISCUSSION AND DEBATE.

Study and practice of the techniques and types of discussion and debate; the principles of argument and the uses of evidence; principles of parliamentary procedure. The student who wishes to begin or to continue public speaking will learn how to collect, organize and present material from various fields and to develop skill in oral communication. The course, offered in the second semester, is supplemented by opportunity to practice in the Debate Club.

GREEK AND LATIN

Students who do not take at least one year (6 hours) of Greek or Latin in college are required to take CLASSICAL CIVILIZATION 191-192, preferably in the sophomore year. This course is *not* open to freshmen.

GREEK

1-2. ELEMENTARY GREEK.

The fundamentals of Greek grammar are studied, on the basis of Homeric forms, so that in the second semester the major part of the

course can be devoted to the reading of selections from the *Odyssey*. It is advisable that freshmen who elect this course have four units of Latin for entrance. If a freshman who presents less than four entrance units of Latin wishes to elect it, she should consult the head of the department.

L A T I N

7. INTERMEDIATE LATIN.

The reading of selections from various prose authors, chiefly Caesar, Cicero, and Livy, will be combined with a thorough review of grammar and practice in Latin composition. On the completion of this first semester course students may enter Latin 10. Open to students who offer two units of Latin for entrance.

9, 10. SELECTED LATIN LITERATURE.

In the first semester the reading will be selected from Cicero's orations or philosophical works, Vergil's *Aeneid* or other authors according to the preparation and interests of the members of the class. In the second semester several books of Vergil's *Aeneid* will be read. In connection with the reading there will be a review of Latin syntax and exercises in Latin composition.

Open to students who offer three units of Latin for entrance.

13, 14. LITERATURE OF THE REPUBLIC AND EMPIRE.

The reading of the first semester will be the *Menaechmi* of Plautus and selections from the *Epigrams* of Martial. Through the *Menaechmi* the student is introduced to colloquial Latin and Roman comedy. Martial presents a picture of Roman life in the latter half of the first century A. D. which is rich in detail and interest.

During the second semester Horace's *Odes* and *Epodes* will be read. Horace is the lyric poet of the Augustan Age, a contemporary and friend of Vergil. His poetry reveals a delightful philosophy of life and is of the greatest possible value in increasing the student's appreciation of English literature, since quotations from and allusions to Horace run through all English literature.

Open to students who offer four units of Latin for entrance.

CLASSICAL CIVILIZATION

10. CLASSICAL MYTHOLOGY.

In this introductory course in Greek and Roman mythology emphasis is given to those myths which have influenced Western literature and art. A knowledge of Greek and Latin is not required.

MODERN LANGUAGES

FRENCH

1-2. ELEMENTARY FRENCH.

A thorough study of the essentials of grammar. Exercises in reading and oral drills are presented in such a way as to encourage the students to speak French from the beginning. In addition, stories of average difficulty are translated with a view to increasing the students' vocabulary.

3-4. INTERMEDIATE FRENCH.

The reading of a twentieth century play gives the opportunity for conversation based on the most up-to-date idioms and expressions. This is followed by study of a novel, poems and short stories with occasional lectures on French culture and civilization. From time to time the class is referred to French newspapers for articles of current interest. Drill in pronunciation and grammar throughout the year should enable the student to acquire a good foundation in spoken and written French.

Open to students who offer two units of French for entrance.

23-24. SURVEY OF FRENCH LITERATURE.

A study of the development of trends in literature in relation to social, historical, and religious conditions in France from the Middle Ages through the nineteenth century. Selections from representative French authors are read and discussed. A minimum study of grammar

is included to aid in accurate reading, writing and speaking of the language. One section will be conducted entirely in French and the others mainly in English at the beginning and thereafter largely in French.

Open to students offering three units of French for entrance.

31, 32. ELEMENTARY FRENCH CONVERSATION.

The aim of this course is to give the student confidence in expressing herself in simple, idiomatic French. The vocabulary is based on topics of everyday interest such as food, clothing, sports, shopping, newspapers, current events, films.

Open to students offering two or more units for entrance, by permission of the instructor or the chairman of the department.

GERMAN

1-2. ELEMENTARY GERMAN.

A thorough study of the essentials of grammar. Exercises in reading and oral drills are presented in such a way as to encourage the students to speak German from the beginning. In addition, stories of average difficulty are read with a view to increasing the students' vocabulary.

7-8. INTERMEDIATE GERMAN.

This course is designed to help the student to acquire some ease in expressing herself in written and oral German and to become acquainted with representative German authors. A part of the course will be devoted to a systematic review of grammar, word formation and analysis of sentence construction.

Open to students offering two or three units of German for entrance.

SPANISH

1-2. ELEMENTARY SPANISH.

Those students who are seriously interested in learning to speak Spanish are urged to enroll in this course, in which special emphasis is placed on oral work. The class will meet five times a week, for five hours of credit.

3-4. INTERMEDIATE SPANISH.

This course is designed to help the student to acquire some ease in expressing herself in written and oral Spanish and to become acquainted with representative Spanish authors of modern times. A part of the course will be devoted to a systematic review of pronunciation, grammar, verb drills and theme writing.

Open to students who offer two or three units of Spanish for entrance.

23, 24. INTRODUCTION TO HISPANIC LITERATURE.

For students who wish to continue with more advanced study of Spanish literature as well as for those whose major interests lie in other fields, this general chronological survey of the literature of Spain and of South America serves as a good foundation. A minimum study of grammar is included to aid students in reading, writing, and speaking the language accurately.

31, 32. ELEMENTARY SPANISH CONVERSATION.

The aim of this course is to give the student confidence in expressing herself easily in simple, idiomatic Spanish. The class exercises will be based on topics of everyday interest.

Open to students offering two or more units of Spanish for entrance, by permission of the instructor.

GROUP II—NATURAL AND MATHEMATICAL SCIENCES

Biology 1-2, Botany 1,2 and Zoology 1,2 have been replaced by the following courses:

BIOLOGY

5, 6. PLANT BIOLOGY.

This course aims to enable the student to acquire an understanding of the importance of plants in the life on the earth. Laboratory and field work, especially, are designed to stimulate the student to discover for herself the facts and principles of plant interrelationships, and their significance to man, and also to help her find the real satisfaction and enjoyment to be derived from an understanding of her surroundings.

The first semester is concerned with the flowering plants: how they are constructed; how they manufacture plant substances from raw materials and the part which they play in the rotation of elements in nature; how they adapt themselves to their environment; how they reproduce; their conservation and their historical and economic importance.

The second semester deals with a series of plants ranging from simple, microscopic forms to the complex, higher or flowering plants. This general survey of the plants on the earth today indicates their possible relationships and how they might have evolved from the vegetation which was here millions of years ago. A brief study of heredity and variation among plants, plant communities and natural vegetation regions of North America, and the identification of certain flowering plants is included.

7, 8. ANIMAL BIOLOGY.

Because human beings are fundamentally like other animals, the study of animals helps us to understand ourselves; why we need food and how we use it; the parts which make up our body, and how they cooperate to make a harmonious whole. Animal biology also shows how animals perpetuate their kind, how they have evolved from simple

beginnings to their present state, the interrelationships among them and between them and civilization. Since animals depend ultimately on plants for their existence the course includes a brief study of the part played by the Plant Kingdom in the living world.

CHEMISTRY

1-2. GENERAL CHEMISTRY.

Chemistry is a study of the elements which comprise all matter whether earth, plant, or animal. These elements may be metals, like copper and aluminum, or non-metals, such as carbon and oxygen. A knowledge of these elementary substances and their compounds, and of the general laws controlling their reactions, enables us to understand many daily chemical phenomena: why silver becomes tarnished and iron rusts; why coal burns and why chlorine is a bleach.

This course introduces the student to the compounds of carbon which compose all living organisms. It also includes a study of the invisible particles called atoms which make up every substance, and of the differences in the structure of these atoms which account for their characteristic properties. In this new era of atomic energy such information is especially pertinent.

No special background or skill in mathematics is required of the student beginning chemistry, and the stress is placed on understanding the laws governing chemical reactions rather than on memorizing unrelated facts.

3-4. GENERAL CHEMISTRY.

This course, very similar to CHEMISTRY 1-2, is designed for those students who have had an introduction to chemistry in secondary school. All basic material is covered again, but some subjects are studied more thoroughly than is possible in Chemistry 1-2. From the very beginning, atomic structure and the Periodic Table are used as a basis from which to deduce most of the properties of the elements.

PHYSICS

1, 2. GENERAL PHYSICS.

Physics is the study of natural laws. It answers questions based on observations in daily life such as why the sky is blue, why we hear thunder as a long roar after the lightning has occurred or why there

are ocean tides and many other questions of this kind. On the other hand it takes up the explanation of how motors run, how airplanes fly, how electric current is made and brought to our houses or how a musical tone is produced. It includes the study of light and colors and the instruments that help our eyes, such as eyeglasses, microscopes, telescopes and cameras. It gives the student practice in the laboratory in handling delicate instruments, in hooking up electric circuits, in performing accurate measurements. In short it makes the student aware of the great advances in knowledge that underlie our present-day life.

3, 4. GENERAL PHYSICS.

The course covers the same field as does Physics 1, 2. It is intended for those students who are especially interested in sciences and mathematics. Though no special requirement in mathematics is necessary some knowledge of trigonometry is recommended, or at least the desire to become familiar with it. Thus a student can derive greater satisfaction through the ability to express a fundamental law in a more rigorous mathematical way.

MATHEMATICS

11-12, 13-14. ELEMENTARY MATHEMATICAL ANALYSIS.

Students in a liberal arts college elect mathematics with various objectives in mind. Some wish merely to explore the field of mathematics; some, whose interest already lies in the physical and natural sciences, require knowledge of mathematics as a tool for scientific work; and some are led by previous interest to further study.

ELEMENTARY MATHEMATICAL ANALYSIS attempts to meet the needs of all three groups in presenting the essentials of college algebra, trigonometry, analytic geometry, and elementary calculus. It is intended to correlate closely the topics mentioned as well as to show their relationships to other fields of endeavor.

Mathematics 13-14 is designed for the student who offers for entrance two units of algebra and one of plane geometry. Mathematics 11-12 is designed for the student who offers one-half unit of trigonometry in addition to the algebra and geometry mentioned.

GROUP III — SOCIAL STUDIES, PHILOSOPHY, RELIGION

In this group are described courses offered to freshmen in the Division of Social Studies and the departments of Philosophy and Religion.

There are six courses in the Division of Social Studies which freshmen may enter in the first semester. They are: Social Studies 1-2, INTRODUCTION TO MODERN HISTORY; History 101-102, ANCIENT HISTORY; Economics 101-102, PRINCIPLES OF ECONOMICS; Government 105-106, GOVERNMENT OF THE UNITED STATES: HISTORY AND PRACTICE; History 111, THE UNITED STATES OF AMERICA; Sociology 101, AN INTRODUCTION TO SOCIOLOGY.

Social Studies 1-2, INTRODUCTION TO MODERN HISTORY, is the basic course for the Division of Social Studies. This course satisfies the degree requirement of six hours in history under Group III, and is prerequisite to all other courses in the division, except for students who, with the permission of the instructor, elect History 101-102, ANCIENT HISTORY, as their initial course. Students are strongly advised to take Social Studies 1-2, or History 101-102, in the freshman year. Economics 101-102 or Government 105-106 or History 111, 112 or Sociology 101, 102 may be taken concurrently with Social Studies 1-2.

Social Studies 1-2. INTRODUCTION TO MODERN HISTORY.

The purpose of this course is to help students use the past for a better understanding of their own times. It gives fundamental training in the social studies and a foundation for further work in history, economics, government, and sociology. Its organization on the chronological basis of European history also provides a useful frame of reference for the study of English and other literatures, and for the history of art, music, philosophy and science.

The course begins with a survey of the institutions and ideas that are most significant for an understanding of the society and culture of the Middle Ages and Renaissance and their contributions to later ages. The rest of the first semester is devoted to a more detailed study of the period from A.D. 1500 to 1789. The work of the second semester, which covers the period from the beginning of the French Revolution to the present, affords opportunity for fuller investigation of the events, ideas, institutions and problems of modern times, with increasing emphasis on world affairs in the latter part of the course.

The reading assignments include extensive selections from significant source materials, which are chosen both to clarify notable contributions of successive ages to the making of the modern mind, and to illustrate the value of historical documents and literary sources in the study of modern civilization. A substantial portion of the class time is assigned to informal discussion of these source materials.

History 101-102. ANCIENT HISTORY.

The study of ancient history offers an opportunity to trace the origins of the political, social and economic institutions and ideas on which our modern western civilization is based, from the earliest organized communities in the Near East through the Greek city-states, the Roman Republic and Empire, to the rise of the Christian and Moslem states of the early Middle Ages. The periods that contributed most to our classical inheritance in government, literature, art and philosophy are especially emphasized. The striking contrasts between ancient and modern economic conditions help us to see current problems in clearer perspective by comparison with those of the ancient world. The function of this course is thus parallel to that of Social Studies 1-2, but its materials are drawn from earlier stages in the history of civilization.

History 101-102 is designed both for students with a general interest in the ancient world who have had less previous work in this field than in modern history, and for those who may plan to major in Ancient and Mediaeval History, Latin, Art, or Classical Civilization.

Since the course is also open to upper-class students, freshmen who wish to elect History 101-102 should obtain permission of the instructor before registering. History 101-102 is accepted as an alternative to Social Studies 1-2 as the prerequisite to all other courses in the Division of Social Studies, and as satisfying the degree requirement of six hours in history under Group III.

Economics 101-102. PRINCIPLES OF ECONOMICS.

The course in PRINCIPLES OF ECONOMICS pictures for the student the complex system of institutions such as factories, corporations, markets and prices which make up the present economic order and provides an introduction to the literature dealing with principles of economics. At the beginning of the year the historical growth of the system and the parallel development of explanations of its workings

are stressed. Throughout, the course aims to emphasize the connection of economics with other studies and to help the student to relate them. A bibliography is provided which should suggest new fields of exploration for those who wish to continue their study.

A limited number of freshmen are admitted to the course in **PRINCIPLES OF ECONOMICS**, with permission of the instructor. It is advisable that students who enter the course as freshmen should have had American, English, or European history in the last two years of preparatory school, or a social studies course or other preparation or experience which has made them wish to understand the workings of the economic system.

Government 105-106. **GOVERNMENT OF THE UNITED STATES: HISTORY AND PRACTICE.**

This course considers the organization and institutions of our government in their historical setting. Emphasis is laid upon the fundamental issues and problems of our democratic system of government. Early and current source materials are used, and students are given an opportunity for the exercise of critical judgment upon present-day problems. A limited number of freshmen will be admitted with the permission of the instructor.

History 111. **THE UNITED STATES OF AMERICA: FROM THE PERIOD OF DISCOVERIES TO 1865.**

112. **THE UNITED STATES OF AMERICA: 1865 TO THE PRESENT.**

These two closely related courses are basic survey courses in the field of American history. They are one-semester courses, open to a limited number of freshmen, with the permission of the instructor.

Sociology 101. **AN INTRODUCTION TO SOCIOLOGY.**

AN INTRODUCTION TO SOCIOLOGY deals with people and their social problems: the relative importance of geography, biological heredity, culture, and group life in the development of human personality; race; social classes; the function of social institutions such

as the family, religion, economic organization, recreation and government; our changing population; and methods of social control. This course gives the basic material upon which all other sociology courses are built.

A limited number of freshmen are admitted to Sociology 101 with permission of the instructor.

Sociology 102. CONTEMPORARY SOCIAL PROBLEMS.

In the second semester a few selected social situations, about which a great many people are disturbed, are explored. The emphasis is on basic causes which arise from ways in which society is organized, how it distributes prestige and maintains harmonious relationships between its various elements, and the failures of social institutions to adapt to social change. Some of the contemporary social problems studied include family disorganization, health and medical care, industrial relations, poverty and unemployment, race conflict, and crime. This course gives the foundation for more advanced courses such as ETHNIC RELATIONS, DELINQUENCY AND CRIME, AN INTRODUCTION TO SOCIAL WORK, and LABOR PROBLEMS.

Sociology 101 is prerequisite to this course.

PHILOSOPHY

105, 106. PHILOSOPHY—THEORETICAL AND APPLIED.

This course seeks to develop a philosophic approach to the problems of everyday living, with constant reference to significant thinkers of the past and present. Through reading and discussion, members of the class seek to understand man's relation to the cosmos, and to his fellow man.

RELIGION

Students and instructors in the religion classes at Sweet Briar come from diverse denominational backgrounds. Emphasis is placed upon basic aspects of the material studied and its relation to the whole of the cultural heritage with which a liberal arts education deals. In matters of interpretation and appraisal, students are encouraged to exercise independence of thought while respecting the convictions of others. They may thus find what religion can mean in their own lives and how they can take a constructive part in the religious life of their own day.

105, 106. THE HISTORY, LITERATURE, AND RELIGION OF THE OLD
TESTAMENT AND OF THE NEW TESTAMENT.

The course open to freshmen is the introductory study of the Bible, which underlies all of the other courses in religion. In connection with its central religious purpose, the Biblical material offers opportunity for literary appreciation, historical analysis, ethical evaluation, and philosophic insight.

Throughout the history of the Hebrew people are seen issues comparable to those faced today, such as the clash and interplay of cultures, the struggle against military or economic imperialism, the motives and influence of the men who shaped or destroyed their own nation, and the defense of the oppressed by prophets who challenged each generation in the name of the God of righteousness. Stories, poems, laws, and prayers, all reveal a people's growing understanding of God's relation to their group life and to the individual's inner search for what is lasting and satisfying.

In the New Testament, this understanding finds a focus and culmination in Jesus. The Gospels show how his teaching and healing and uncompromising decisions drew some to follow him and made others seek his death. The book of Acts indicates how the movement that centered in him burst the barriers of race and spread throughout the Roman Empire. Paul's letters present the inner experience of faith in Christ and its outer results in transforming human relations, while the later New Testament writings shed some new light on how the Christian communities met their internal problems and external dangers, and how they thought out the meaning of their faith.

GROUP IV—THE ARTS

ART

In the Department of Art there are two courses open to freshmen: Art 1-2, THE NATURE AND PRACTICE OF ART; Art 21-22, SURVEY OF THE HISTORY OF ART. Either one of these fulfills the degree requirement in Group IV and either one may be used as a basis for the major.

1-2. THE NATURE AND PRACTICE OF ART.

This introductory course aims to give the student a basic grasp of the laws and modes of expression in the arts. Studio work is an integral part of the course; it presupposes no special talent, skill or previous training in the practice of art. The course includes the rudiments of drawing, painting, modeling, architectural planning and design and offers an opportunity for the visual arts to become a personal and living experience for each student.

Fundamentally, the course seeks to develop the student's taste and to stimulate her creative initiative. It is a prerequisite to the major in art, and to the studio courses in drawing, painting and modeling, which are open to sophomores, juniors and seniors.

21-22. SURVEY OF THE HISTORY OF ART.

This course is a general introduction to the history of art with emphasis on the art of the western world which has contributed directly to our cultural traditions. It provides a general survey of the whole development of art and as such constitutes a basis for the major and a foundation for advanced courses in various fields of art.

The principal periods of art are considered chronologically with the varying styles of architecture, painting and sculpture discussed in relation to political, cultural and social history. Open to all students, the course is conducted by means of lectures and discussions always based on the analysis of slides and photographs as an introduction to the works of art themselves. The aim of the course is to provide an initial experience of great works of art and to suggest ways of understanding them.

Students who have had a substantial course in the history of art in secondary school may apply for the achievement examination in Art 21-22. The text used in this course is Robb and Garrison, *Art in the*

Western World, 1952 edition. Students who pass the achievement examination in Art 21-22 may take any advanced course in art with the approval of the department.

MUSIC

Several courses in (a) history or theory of music and (b) applied music (piano, voice, organ, violin) are open to freshmen. Students who wish to take applied music are advised to begin in the freshman year. Of the courses listed here, Music 21-22 or Music 125-126 fulfills the degree requirement in Group IV.

Those who intend to take applied music for credit must pass an examination as described on page 78 of the catalog. In addition they must enroll in a course in the history or theory of music. Music 1-2, **ELEMENTARY THEORY AND EAR-TRAINING**, is especially recommended for students of applied music, unless they are able to pass an achievement examination in the fall before they register in the department. The textbook used in this course and which may be used as preparation for this test is *Elementary Music Theory* by Ralph Fisher Smith. The test covers the material of the entire course, but if only the material of the first semester is passed, the student may enter the course at the beginning of the second semester. If she has passed the achievement examination for the first semester of Music 1-2 and also passed the credit examination in applied music she may omit the first semester of Music 1-2 and still receive credit for applied music. For those who pass the test in its entirety a more advanced course in theory, Music 105-106, **ELEMENTARY COUNTERPOINT**, is offered.

Another course offered to freshmen is Music 21-22, **MUSIC IN HISTORY**, a survey which presents an interesting correlation with general history. It is also possible to enter a more advanced course in music history, Music 125-126, **SURVEY OF THE HISTORY OF MUSIC**, by passing an achievement examination in Music 21-22.

Music students are advised to take courses in Italian, French or German as early as possible. Glee Club and Choir offer unusual opportunities to those who enjoy group singing.

1-2. **ELEMENTARY THEORY AND EAR-TRAINING.**

This course aims to give the student a thorough knowledge of the rudiments of music and the necessary background for all the other

courses in the music department. The student learns to construct and recognize all forms of scales, intervals and simple chords. Sight-singing and ear-training are integral parts of the course.

An examination given for possible exemption from this course is described in the introductory paragraphs above.

21-22. MUSIC IN HISTORY.

The course is designed as an introduction to music literature. Emphasis is laid upon the great periods in music history in relation to the social, political, religious and economic factors which determined them. It is conducted by means of lectures, discussions and musical illustrations. Regular listening hours are scheduled. The course is intended for the general student as well as for those who expect to continue music study. It meets the degree requirement of Group IV and it is a prerequisite for more advanced courses in music history.

An examination is given for possible exemption from this course. (See page 8).

105-106. ELEMENTARY COUNTERPOINT.

This course is planned to acquaint the student with the concepts and techniques of the polyphonic music of the sixteenth century out of which the classic and modern usages grew. The meaning of key and of mode, the function of each note in the key, rhythmic functions, the use of consonance and dissonance are all investigated in their relation to the writing of melody. This study includes the writing of two-, three-, and four-part counterpoint and aims to lay the broad foundation for the subsequent study of harmony and composition.

Open to new students who pass the achievement test in Music 1-2.

125-126. SURVEY OF THE HISTORY OF MUSIC.

Open to freshmen who pass the achievement examination in Music 21-22

APPLIED MUSIC.

Entering students who plan to study applied music in college should read carefully the statements under Applied Music on pages 78 and 79 of the catalog. It is sometimes impossible to grant college credit to freshmen in the first semester because they do not offer upon entrance the required material. Students who wish to take applied music without credit must consult with and be advised by the department.

CALENDAR OF COLLEGE EVENTS

(Incomplete)

SEPTEMBER - DECEMBER, 1955

- | | | |
|-----------|-------|---|
| September | 23 | 7:30 p.m. Opening Convocation. |
| | 24 | First meeting of all classes, 8:30 a.m.-4:45 p.m. |
| | 25 | 11 a.m. Service and Sermon, the Rev. Rex S. Clements, Bryn Mawr Presbyterian Church, Bryn Mawr, Pa. |
| | | 5:30 p.m. YWCA Vesper Service; West Dell |
| October | 1 | Freshman Dance |
| | 14 | Ryder-Frankel Dance Group |
| | 19 | Founders' Day |
| | 26 | <i>Church and State in Medieval England</i> , lecture for freshman Social Studies classes by Charles H. Riggs, Jr., instructor in history |
| | 28-29 | Paint and Patches play (student production) |
| | 29 | Parents' Day |
| November | 11 | Geza Anda, piano recital |
| | 18-19 | Senior Show |
| | 23-27 | Thanksgiving Recess |
| December | 11 | Carol Worship Service |
| | 16 | Christmas vacation begins, 11:10 a.m. |

FRESHMAN READING LIST

Supplementary reading required for English 1,2 must be chosen from this list. Entering students are urged to begin reading during the summer.

The minimum requirement is: one long or two short selections from *Biographies, Diaries and Letters* and from *Novels*; ten short and two longer selections from *Miscellaneous Prose*; eight selections from *Short Stories* and from *Plays*; and one hundred pages of *Poetry*. It is expected that students will make their selections with due regard to balance and variety.

BIOGRAPHIES, DIARIES AND LETTERS

Allen, Hervey	ISRAEL: THE LIFE AND TIMES OF EDGAR ALLAN POE
Anthony, Katherine	CATHERINE THE GREAT
Arblay, Mme. d'	DIARY AND LETTERS
Arvin, Newton	HERMAN MELVILLE
Barrie, J. M.	MARGARET OGILVIE
Buchan, John	PILGRIM'S WAY
Byron, G. G. <i>lord</i>	LETTERS
Canby, H. S.	THOREAU
Clemens, Samuel	LIFE ON THE MISSISSIPPI
Cowper, William	LETTERS
Curie, Eve	MADAME CURIE
DeKruif, Paul	MICROBE HUNTERS
Franklin, Benjamin	AUTOBIOGRAPHY
Garland, Hamlin	SON OF THE MIDDLE BORDER
Gaskell, Elizabeth	LIFE OF CHARLOTTE BRONTË
Grenfell, Wilfred	FORTY YEARS FOR LABRADOR
Guedalla, Philip	BONNET AND SHAWL
Holt, Rackham	GEORGE WASHINGTON CARVER
Hudson, W. H.	FAR AWAY AND LONG AGO
James, Henry	NOTEBOOKS
Keats, John	LETTERS
Lagerlöf, Selma	MARBACKA
Ludwig, Emil	THREE TITANS
Marsh, E. H.	RUPERT BROOKE: A MEMOIR
Maugham, W. S.	THE SUMMING UP

Maurois, André	BYRON
Mencken, H. L.	HAPPY DAYS, 1880-1892
Pearson, Hesketh	G. B. S.
Pepys, Samuel	DIARY
Rihbany, A. M.	THE SYRIAN CHRIST
Sandburg, Carl	ABRAHAM LINCOLN, THE PRAIRIE YEARS
Smith, L. P.	UNFORGOTTEN YEARS
Steffens, Lincoln	AUTOBIOGRAPHY
Stewart, Randall	NATHANIEL HAWTHORNE
Strachey, G. L.	EMINENT VICTORIANS
Strachey, G. L.	QUEEN VICTORIA
Van Doren, Carl	BENJAMIN FRANKLIN
White, N. I.	PORTRAIT OF SHELLEY

NOVELS

Austen, Jane	EMMA
Austen, Jane	PRIDE AND PREJUDICE
Balderson, J. L. and Sybil Bolitho	A GODDESS TO A GOD
Barrie, J. M.	SENTIMENTAL TOMMY
Bennett, Arnold	THE OLD WIVES' TALE
Blackmore, R. D.	LORNA DOONE
Bowen, Elizabeth	THE DEATH OF THE HEART
Bronte, Charlotte	JANE EYRE
Bronte, Emily	WUTHERING HEIGHTS
Butler, Samuel	THE WAY OF ALL FLESH
Cather, Willa	DEATH COMES FOR THE ARCHBISHOP
Cather, Willa	MY ANTONIA
Conrad, Joseph	LORD JIM
Cooper, J. F.	THE SPY
Crane, Stephen	THE RED BADGE OF COURAGE
Defoe, Daniel	CAPTAIN SINGLETON
Dickens, Charles	GREAT EXPECTATIONS
Dos Passos, John	MANHATTAN TRANSFER

Douglas, Norman	SOUTH WIND
Eliot, George <i>pseud.</i>	THE MILL ON THE FLOSS
Faulkner, William	INTRUDER IN THE DUST
Fitzgerald, F. S.	THE PORTABLE F. SCOTT FITZGERALD
Forster, E. M.	A PASSAGE TO INDIA
Galsworthy, John	THE FORSYTE SAGA
Galsworthy, John	A MODERN COMEDY
Gaskell, Elizabeth	CRANFORD
Gide, André	STRAIT IS THE GATE
Glasgow, Ellen	BARREN GROUND
Goldsmith, Oliver	THE VICAR OF WAKEFIELD
Hardy, Thomas	FAR FROM THE MADDING CROWD
Hardy, Thomas	THE MAYOR OF CASTERBRIDGE
Hardy, Thomas	TESS OF THE D'URBERVILLES
Hemingway, Ernest	A FAREWELL TO ARMS
Hayward, Du Bose	PORGY
Hudson, W. H.	GREEN MANSIONS
Hughes, Richard	THE INNOCENT VOYAGE
Huxley, Aldous	BRAVE NEW WORLD
James, Henry	GREAT SHORT NOVELS
James, Henry	THE PORTRAIT OF A LADY
James, Henry	THE AMBASSADORS
Kipling, Rudyard	KIM
Lawrence, D. H.	SONS AND LOVERS
Lewis, Sinclair	ARROWSMITH
Mann, Thomas	BUDDENBROOKS
Maugham, W. S.	OF HUMAN BONDAGE
Melville, Herman	MOBY DICK
Orwell, George	NINETEEN EIGHTY-FOUR
Paton, Alan	CRY, THE BELOVED COUNTRY
Reade, Charles	THE CLOISTER AND THE HEARTH
Scott, Sir Walter	THE BRIDE OF LAMMERMOOR
Scott, Sir Walter	THE HEART OF MIDLOTHIAN

Shaw, Irwin	THE YOUNG LIONS
Short, R. W. <i>ed.</i>	FOUR GREAT AMERICAN NOVELS
Steinbeck, John	THE GRAPES OF WRATH
Steinbeck, John	TORTILLA FLAT
Stephens, James	THE CROCK OF GOLD
Stevenson, R. L.	THE MASTER OF BALLANTRAE
Thackeray, William	VANITY FAIR
Tolstoy, Leo	ANNA KARENINA
Undset, Sigrid	THE BRIDAL WREATH
Warren, R. P.	ALL THE KING'S MEN
West, Rebecca	THE THINKING REED
Wharton, Edith	THE HOUSE OF MIRTH
Wilder, Thornton	THE IDES OF MARCH

SHORT STORIES

Anderson, Sherwood	WINESBURG, OHIO
Barrie, J. M.	A WINDOW IN THRUMS
Beerbohm, Max	SEVEN MEN
Cather, Willa	THE LOST LADY
Cather, Willa	YOUTH AND THE BRIGHT MEDUSA
Chekhov, Anton	THE PORTABLE CHEKHOV
Conrad, Joseph	YOUTH
Faulkner, William	COLLECTED STORIES
Forster, E. M.	COLLECTED TALES
Gordon, Caroline and Allen Tate <i>eds.</i>	THE HOUSE OF FICTION
Grahame, Kenneth	THE GOLDEN AGE
Greene, Graham	NINETEEN STORIES
Harte, Bret	THE LUCK OF ROARING CAMP
Hearn, Lafcadio	CHITA
Heilman, R. B. <i>ed.</i>	MODERN SHORT STORIES
Hemingway, Ernest	THE FIFTH COLUMN AND THE FIRST FORTY-NINE STORIES
Henry, O. <i>pseud.</i>	SELECTED STORIES

James, Henry	SHORT STORIES
James, Henry	THE TURN OF THE SCREW
Kafka, Franz	THE PENAL COLONY
Kipling, Rudyard	ALL THE PUCK STORIES
Mann, Thomas	STORIES OF THREE DECADES
Mansfield, Katherine	SHORT STORIES
Maupassant, Guy de	SHORT STORIES
Munro, H. H.	SHORT STORIES OF SAKI
Poe, E. A.	TALES OF MYSTERY AND IMAGINATION
Porter, K. A.	FLOWERING JUDAS
Saroyan, William	MY NAME IS ARAM
Steinbeck, John	THE PORTABLE STEINBECK
Stevenson, R. L.	NEW ARABIAN NIGHTS
Wells, H. G.	SHORT STORIES
Welty, Eudora	A CURTAIN OF GREEN
Wharton, Edith	ETHAN FROME
Wilder, Thornton	THE BRIDGE OF SAN LUIS REY
Wilson, Angus	THE WRONG SET
Yarmolinsky, Avrahm <i>ed.</i>	A TREASURY OF GREAT RUSSIAN STORIES

MISCELLANEOUS PROSE

Anderson, Sherwood	THE PORTABLE SHERWOOD ANDERSON
Arnold, Matthew	LITERARY AND CRITICAL ESSAYS
Bacon, Francis	ESSAYS
Beebe, C. W.	EDGE OF THE JUNGLE
Beerbohm, Max	AND EVEN NOW
Beerbohm, Max	A CHRISTMAS GARLAND
Chesterton, G. K.	TREMENDOUS TRIFLES
Clemens, Samuel	INNOCENTS ABROAD
Clemens, Samuel	THE PORTABLE MARK TWAIN
Clemens, Samuel	A TRAMP ABROAD
Coleridge, S. T.	ESSAYS AND LECTURES ON SHAKESPEARE
Conrad, Joseph	THE PORTABLE CONRAD
Dana, R. H.	TWO YEARS BEFORE THE MAST
Dinesen, Isak <i>pseud.</i>	OUT OF AFRICA
Edman, Irwin	PHILOSOPHER'S HOLIDAY

Ellis, Havelock	THE SOUL OF SPAIN
Emerson, R. W.	ESSAYS, FIRST AND SECOND SERIES
Graves, Robert	THE WHITE GODDESS
Hamilton, Frederick <i>lord</i>	VANISHED POMPS OF YESTERDAY
Hawthorne, Nathaniel	THE PORTABLE HAWTHORNE
Hazlitt, William	CHARACTERS OF SHAKESPEARE'S PLAYS
Hearn, Lafcadio	GLIMPSES OF UNFAMILIAR JAPAN
Hersey, John	HIROSHIMA
Holmes, O. W.	AUTOCRAT OF THE BREAKFAST TABLE
Hutton, Laurence	LITERARY LANDMARKS OF EDINBURGH
Huxley, Aldous	ON THE MARGIN
Irving, Washington	THE ALHAMBRA
Joyce, James	THE PORTABLE JAMES JOYCE
Lamb, Charles	THE PORTABLE CHARLES LAMB
Lawrence, T. E.	REVOLT IN THE DESERT
Lee, Sidney	STRATFORD-ON-AVON
Lewis, C. S.	THE SCREWTAPE LETTERS
Lucas, E. V.	ALL OF A PIECE
Melville, Herman	TYPEE
Montaigne, Michel de	ESSAYS
Niles, Blair	A JOURNEY IN TIME; PERUVIAN PAGEANT
Nordhoff, C. B. and J. N. Hall	MUTINY ON THE BOUNTY
Parkman, Francis	THE OREGON TRAIL
Pater, Walter	APPRECIATIONS
Priestley, John	ENGLISH JOURNEY
Repplier, Agnes	ESSAYS IN MINIATURE
Saint Exupéry, Antoine de	WIND, SAND AND STARS
Stark, Freya	BAGDAD SKETCHES
Stauffer, Donald	THE NATURE OF POETRY
Stevenson, R. L.	SELECTED ESSAYS
Stevenson, R. L.	INLAND VOYAGE and TRAVELS WITH A DONKEY
Swift, Jonathan	THE PORTABLE SWIFT
Synge, J. M.	THE ARAN ISLANDS
Thoreau, Henry	THE PORTABLE THOREAU
Thurber, James	THE THURBER CARNIVAL
Tomlinson, Henry	THE SEA AND THE JUNGLE
Van Doren, Mark	LIBERAL EDUCATION

Wald, Nora	THE HOUSE OF EXILE
White, E. B.	ONE MAN'S MEAT
Wilde, Oscar	THE PORTABLE OSCAR WILDE
Wolfe, Thomas	THE PORTABLE THOMAS WOLFE
Woolf, Virginia	THE COMMON READER
Woolf, Virginia	A ROOM OF ONE'S OWN

PLAYS

Anderson, Maxwell	ELEVEN VERSE PLAYS
Barrie, J. M.	THE ADMIRABLE CRICHTON
Barrie, J. M.	DEAR BRUTUS
Chekhov, Anton	THE CHERRY ORCHARD
Eliot, T. S.	MURDER IN THE CATHEDRAL
Five Great Modern Irish Plays	
Galsworthy, John	PLAYS
Goldsmith, Oliver	SHE STOOPS TO CONQUER
Gregory, Isabella <i>lady</i>	SEVEN SHORT PLAYS
Housman, Laurence	VICTORIA REGINA
Ibsen, Henrik	ELEVEN PLAYS
Martinez Sierra, Gregorio	THE CRADLE SONG
Molnar, Ferenc	THE SWAN
O'Neill, Eugene	NINE PLAYS
Pirandello, Luigi	THREE PLAYS
Rostand, Edmund	CYRANO DE BERGERAC
Sartre, J. P.	NO EXIT and THE FLIES
Sayers, Dorothy	THE ZEAL OF THY HOUSE
Shakespeare, William	PLAYS
Shaw, G. B.	NINE PLAYS
Sheridan, Richard	PLAYS
Sherriff, Robert	JOURNEY'S END
Sherwood, Robert	ABE LINCOLN IN ILLINOIS
Synge, J. M.	COMPLETE WORKS
Wilde, Oscar	THE PLAYS OF OSCAR WILDE
Wilder, Thornton	OUR TOWN
Wilder, Thornton	THE SKIN OF OUR TEETH
Yeats, W. B.	COLLECTED PLAYS

POETRY

Auden, W. H.	COLLECTED POETRY
Benét, S. V.	JOHN BROWN'S BODY
Blake, William	THE PORTABLE BLAKE
Brooke, Rupert	COLLECTED POEMS
De La Mare, Walter	THE BURNING GLASS, AND OTHER POEMS
Dickinson, Emily	POEMS
Eliot, T. S.	POEMS
Friar, Kimon and J. M. Brinnin eds.	MODERN POETRY, BRITISH AND AMERICAN
Frost, Robert	COLLECTED POEMS
Housman, A. E.	COLLECTED POEMS
Keats, John	POEMS
Lowell, Amy	SELECTED POEMS
Lowell, Robert	LORD WEARY'S CASTLE
Mack, Maynard, L. Dean, and W. Frost eds.	MODERN POETRY
MacLeish, Archibald	POEMS, 1924-1933
Masefield, John	POEMS
Masters, E. L.	SPOON RIVER ANTHOLOGY
Millay, Edna St. Vincent	COLLECTED LYRICS
Oxford Book of English Verse 1250-1900,	<i>Chosen by A. T. Quiller-Couch</i>
Oxford Book of Light Verse,	<i>Chosen by W. H. Auden</i>
Oxford Book of Modern Verse,	<i>Chosen by W. B. Yeats</i>
Palgrave, F. T. ed.	GOLDEN TREASURY
Ransom, J. C.	SELECTED POEMS
Robinson, E. A.	COLLECTED POEMS
Rossetti, Christina,	GOBLIN MARKET, PRINCE'S PROGRESS AND OTHER POEMS
Sandburg, Carl	SELECTED POEMS
Shelley, P. B.	POEMS
Tate, Allen	POEMS, 1922-1947
Van Doren, Mark	ANTHOLOGY OF WORLD POETRY
Whitman, Walt	THE PORTABLE WALT WHITMAN
Williams, Oscar ed.	A LITTLE TREASURY OF MODERN POETRY
Yeats, W. B.	COLLECTED POEMS

Bring this booklet with you when you come to college

WHAT TO DO NOW

After you have taken time to study carefully this pamphlet and the college catalog, you should be ready to fill out the form for your Tentative Freshman Program. Choose the courses you wish to take from among those open to freshmen as listed in this pamphlet.

Before you put down your tentative selections, it is advisable that you re-read the section on "Planning the Freshman Program" on page 4.

Please send your Tentative Freshman Program form to the Recorder's office at Sweet Briar not later than September 1. It may be an advantage to return this form promptly, because registration in certain courses is limited and preference must be given in order of the receipt of the returned forms.

If you wish to take any achievement examination, you should write to the Dean before September 1, as stated on page 7.

TENTATIVE FRESHMAN PROGRAM

Name

Last

First

		Courses Chosen	Semester Hours
ENGLISH	I am especially interested in writing <input type="checkbox"/> yes <input type="checkbox"/> no	English 1, 2	3
HEALTH EDUCATION		Health Educ. 5	1
FRENCH, GERMAN, GREEK, LATIN, SPANISH			
SOCIAL STUDIES 1-2 OR HISTORY 101-102			3
ANIMAL BIOLOGY, PLANT BIOLOGY, CHEMISTRY, PHYSICS			
Total:			



CALENDAR FOR OPENING DAYS

(Subject to revision)

In addition to the following schedule of events, all entering students will be required to take physical examinations, speech tests and library tours during the opening days. Placement and achievement tests in German and achievement tests in Latin and in other subjects will be arranged for those wishing to take them.

MONDAY, SEPTEMBER 19

6:00 a.m. Rooms ready for occupancy.

9:00 p.m. House meetings.

TUESDAY, SEPTEMBER 20

8:30-9:30 a.m. Reading Test (required of all new students).

11:00-12:00 a.m. Achievement Test in Health Education.

12:05 p.m. Meeting with Administrative Officers (required of all new students).

1:30-3:30 p.m. French Achievement Test.

French Placement Test (required of all students offering French for admission).

2:45-4:45 p.m. Tests in piano and voice for admission to credit courses in Applied Music.

4:00-5:00 p.m. Spanish Achievement Test.

Spanish Placement Test (required of students offering Spanish for entrance who have not taken the Spanish Reading Test of the College Board).

5:15 p.m. Meeting with Social Committee (required of all new students).

9:00 p.m. Orientation Committee Party.

WEDNESDAY, SEPTEMBER 21

9:00-10:00 a.m. Tests in piano and voice for admission to credit courses in Applied Music.

10:00-11:00 a.m. Music 1-2 Achievement Test (required of students who wish to take Applied Music for credit).

11:15 a.m. Open Forum: *Your College Course at Sweet Briar: Its Content and Purpose* (required of all new students).

1:30-4:00 p.m. Conferences with faculty advisers.

5:00 p.m. Student Government assembly.

6:00 p.m. Student Government picnic.

THURSDAY, SEPTEMBER 22

8:30-10:30 a.m. Conferences with faculty advisers.

12:05 p.m. *Dreams and Deeds*. Assistant Dean Williams (required of all new students).

8:00-10:00 p.m. President's reception for new students.

FRIDAY, SEPTEMBER 23

8:30 a.m. Registration for classes.

12:05 p.m. Athletic Association meeting for new students.

7:30 p.m. Convocation. Opening of the 50th academic session of Sweet Briar College. All students and faculty are expected to attend.

SATURDAY, SEPTEMBER 24

8:30 a.m.-4:45 p.m. Classes meet, 20 minutes each.